DOCUMENT RESUME

ED 340 875 CE 060 008

AUTHOR Popp, Robert
TITLE A Guide to Funding Sources for Family Literacy.
INSTITUTION National Center for Family Literacy, Louisville, KY.
SPONS AGENCY William R. Kenan, Jr. Charitable Trust, Chapel Hill, NC.
PUB DATE 11 Nov 91
NOTE 46p.
AVAILABLE FROM National Center for Family Literacy, 401 South 4th Avenue, Suite 610, Louisville, KY 40202-3449 ($5.00).
PUB TYPE Reference Materials - Directories/Catalogs (132)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Adult Basic Education; Adult Literacy; *Family Programs; *Financial Support; *Grantsmanship; *Literacy Education; *Program Development; *Program Proposals; Proposal Writing; Resources
IDENTIFIERS *Family Literacy

ABSTRACT

This guide provides help in locating and securing funds for family literacy programs and illustrates how family literacy programs may be organized and implemented by explaining important legislation and presenting examples of collaborative family literacy efforts that use a variety of resources. The booklet is organized in four parts. Part I describes the major sources of funding for family literacy programs, including federal, state, and local funds and services, as well as support from private foundations and corporations. Part II presents examples of funding packages, showing how different family literacy programs draw upon different funding sources. Suggestions for maintaining positive relationships with funders are also presented. Part III gives suggestions for writing funding proposals. A description of the types of information requested in proposals is presented, with examples of funding budgets. A checklist is provided for evaluating proposals before submitting them to funders. Part IV provides additional information about funding family literacy programs. Four resource books, which expand upon the information presented in this guide, are cited, and resource centers with information on grants are noted. (KC)

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A Guide to Funding Sources for Family Literacy

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National Center for Family Literacy
401 South 4th Avenue, Suite 610
Louisville, KY 40202-3449

November 11, 1991

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FOREWORD

The National Center for Family Literacy is a private nonprofit corporation dedicated to the development and expansion of family literacy initiatives nationwide. The Center was founded with, and continues to be supported by, a grant from the William R. Kenan, Jr. Charitable Trust. The Center's activities of providing planning assistance to program administrators and implementation training for teachers have been enthusiastically received across the country. Policymakers and local program providers have recognized the value of family literacy programs and are searching for funds to begin initiatives in their respective communities, states, and regions.

This booklet was developed to respond to the needs of those seeking financial support and to answer the many requests we receive at the Center for funding assistance and information. We hope this guide will help you in locating and securing funds for family literacy programs as well as illustrate how such initiatives may be organized and implemented by explaining important legislation and presenting examples of collaborative family literacy efforts that use a variety of resources.

Prepared by Robert Popp, the Center's Director of Research, the booklet is intended to be a working draft and we would appreciate your comments, suggestions, and additions. Please let us hear from you about any other funding sources you have discovered or family literacy models that present innovative combinations of funding and assistance.

Sharon Darling
President
National Center for Family Literacy
401 South Fourth Street Suite 610
Louisville, KY 40202
502-584-1133 (office)
502-584-0172 (fax)

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INTRODUCTION

The key to seeking funds for family literacy programs is to match your program's mission with a funder who shares the same mission. The first step is to be able to state clearly your mission. Identify a need within your community, such as improving the levels of literacy in low literate families. Define the target population. Be able to describe the needs of this population, and be able to demonstrate that existing services in the community are not currently serving that need. Be able to clearly describe how your program will be able to deliver the services, and to have an effect, in your community.

The next step is to demonstrate to potential funders how your program's mission matches theirs, and how your program will complement their efforts. For example, schools will benefit from your program through improved readiness skills of kindergarten children and higher retention rates. Fewer students will require remedial classes. There will be less need for dropout prevention campaigns. Businesses will benefit because family literacy programs help build a larger pool of qualified workers within a community. Local and state governments benefit because of reduced need for welfare and human services within the community. Breaking the cycle of undereducation and disadvantage will ensure that these changes persist in the future.

Funding for family literacy programs can come from sources at the local, state, and federal levels. Local funding, for example, can be found with business and corporations, community groups, and/or social service agencies. Contributions from these groups can take the form of direct grants, in-kind donations, provision of services, and access to volunteer workers.

State funding can also support family literacy programs. Monies allocated for early childhood education, adult literacy, community education, dropout prevention, welfare reform, and/or parent education may be available to support family literacy efforts. In the state of Kentucky, 34 Parent and Child Education (PACE) programs are supported entirely through state funds.

At the federal level, Even Start funds are specifically designed to serve family literacy programs. Other federal programs can provide funding for specific program components. A report released by the U.S. Department of Education in 1985 identified 79 applicable federal programs, administered by 14 different agencies, ranging from the Air Force to the Bureau of Indian Affairs.

Most of these federal programs treat literacy training as an allowable activity. Access to funds, however, may be subject to decisions made at the state level. Each state develops a state plan for utilization of federal funds. These plans are subject to the approval of the federal funding agencies and contain guidelines and restrictions on the use of funds within a state. For example, Chapter I funds can be used to provide the total support for family literacy programs in some states, but not in others.

Part I of this guide describes the major sources of funding for family literacy programs. These sources include federal, state, and local funds and services, as well as support from private foundations and corporations.

Part II presents examples of funding packages, showing how different family literacy programs draw upon different funding sources. Suggestions for maintaining positive relationships with funders are also presented.

Part III gives suggestions for writing funding proposals. A description of the types of information requested in proposals is presented, with examples of funding budgets. A checklist is provided for evaluating proposals before submitting them to funders.

Part IV provides additional information about funding family literacy programs. Several resource books, which expand upon the information presented here, are cited.

PART I

SOURCES OF FUNDING

Funds to support family literacy programs are available from a variety of public and private sources. These funding sources will be described in this section, grouped under four broad headings: family literacy, community-related funds, other forms of public funding, and private funding sources. Section II in this guide will describe how to draw upon these resources to provide funding for a family literacy program.

Family Literacy Funds

National Literacy Act

The National Literacy Act was signed into law on July 25, 1991. A congressional committee report described the act's intent: "The National Literacy Act of 1991 is a comprehensive approach for improving the literacy and basic skill levels of adults by coordinating, integrating, and investing in adult and family literacy programs at the federal, state, and local levels."

Literacy was defined in the act as "an individual's ability to read, write, and speak in English, and compute and solve problems at levels of proficiency necessary to function on the job and in society, to achieve one's goals, and develop one's knowledge and potential."

A National Institute for Literacy will be established to coordinate implementation of the act. The duties of the National Institute include:

- assist government agencies in setting literacy goals and measuring progress toward those goals;
- conduct basic and applied research and demonstrations on literacy;
- assist federal, state, and local agencies in the development, implementation, and evaluation of policy with respect to literacy;
- provide program assistance, training, and technical assistance for literacy programs throughout the United States in order to improve the effectiveness of such programs and to increase the number of such programs;
- collect and disseminate information to federal, state, and local entities with respect to literacy methods that show great promise (including effective methods of assessment, effective literacy programs, and other information obtained through research or practice relating to adult and family learning that would increase the capacity and quality of literacy programs in the United States);

- review and make recommendations regarding ways to achieve uniformity among reporting requirements, the development of performance measures, and the development of standards for program effectiveness of literacy-related federal programs;

- provide a toll-free long-distance telephone line for literacy providers and volunteers.

State literacy resource centers are a new type of program funded under the act. Funding for the centers will be through competitive grants to states. The purpose of a resource center is to:

- improve and promote the diffusion and adoption of state-of-the-art teaching methods, technologies, and program evaluations;

- develop innovative approaches to the coordination of literacy services within and among states and with the federal government;

- assist public and private agencies in coordinating the delivery of literacy services;

- encourage government and industry partnerships, including partnerships with small businesses, private nonprofit organizations, and community-based organizations;

- encourage innovation and experimentation in literacy activities that will enhance the delivery of literacy services and address emerging problems;

- provide technical and policy assistance to state and local governments and service providers to improve literacy policy and programs as well as access to such programs;

- provide training and technical assistance to literacy instructors.

The act also includes amendments to the existing Adult Education Act (see A.L.L. Points Bulletin, volume 3, number 5) which:

- authorize grants for literacy programs in public housing projects;

- require states to develop by July 25, 1993 a system for evaluating the success of funded programs;

- increase Section 353 set-aside funds for special demonstration projects and teacher training;

- provide additional criteria for states to use in allocating federal funds to local programs;

- require states to provide direct and equitable access to federal funds;

- require states to evaluate 20% of grant recipients each year.

For more information, contact:

Joan Seamon, Director
Division of Adult Education and Literacy/ED
400 Maryland Ave., SW
Washington, DC 20202-7240
202-732-2270

The Adult Education Act

Under the terms of the federal Adult Education Act, adults who are out of school, who are sixteen or older, or who have passed the age of state compulsory attendance, are eligible to obtain basic skills equivalent to high school completion. The purposes of the act are to enable all adults to acquire basic literacy skills necessary to function in society, enable all adults who so desire to continue their education to at least the level of high school completion, and to make available to adults the means to secure training and education that will enable them to become more employable, productive, and responsible citizens. The program authorized by this act is administered by the state on a matching-grant basis. The federal government pays up to 90% of the cost; this will be reduced to 75% in 1992. Grants to the states permit 20% of the funds to be used to prepare adults to take the GED or to complete high school. Another 10% can be used to teach basic skills to adults who are institutionalized. At least 10% must be used for experimental or demonstration projects and training of teachers. States must submit a plan every three years to describe how the funds allocated under the terms of this act will be used.

The Adult Education Act can be the core around which many types of projects and activities can be grouped to provide literacy services to adults. It is often linked, for example, with preschool programs to provide literacy training for parents of three- and four-year-olds.

Funding for 1991 was $201 million. $235 million is the level of funding for 1992.

Joan Seamon, Director
Division of Adult Education and Literacy/ED
400 Maryland Ave., SW
Washington, DC 20202-7240
202-732-2270

Job Training Partnership Act

Providing remedial education to prepare adults to enter the labor force is an allowable activity under the Job Training Partnership Act. Since 40% of the funds must be used for services to youth, and since many states are seeking eligible individuals in youthful age categories, the program may be tapped to pay for basic literacy training of younger adults. Important programs of the Job Training Partnership Act are:

Title IIA

This program is directed toward placing disadvantaged youths and adults in jobs at a relatively low cost per placement. Remedial education, job counseling, job search training, and other services are provided to remove barriers to employment. Local service delivery areas (SDA's) administer funds allocated by the states. Funds from this program may be used to assist graduates of family literacy programs.

Title IIB

The Summer Youth Employment Program serves youths between the ages of 14 and 21, and who have incomes below the federal poverty level (70% of Lower Living Standard). This group may include parents involved in family literacy programs. The program is restricted to vacation periods (summer, at least one month break between semesters), however, suggesting that a summertime project may be an attractive option for parents. Employment and educational services are provided through this program. Full and part-time jobs are located in public institutions. Remedial and literacy education can be designed to supplement employment skills or to provide training in basic skills. Local SDA's administer funds allocated by the states.

Title III
The Economic Dislocation and Worker Adjustment Assistance Program. This program provides funds for reemployment assistance, which can cover literacy and remedial activities. Block grants are made to states, and the money is passed through to SDA's. SDA's design and implement the services, or contract with public or private organizations for service delivery.

The Governor's Eight Percent Discretionary Fund
This amount is a 50% match on 80% of a total of 8% of the state's JTPA allocation. Of this portion, all must be used for disadvantaged persons. The funds must be channeled through an education agency. Fifteen percent may be used for administration. Covered services can include day care, transportation, and training for certain jobs, e.g., day care operators and aides. These funds can be used as a match to attract private funds.

State Education Coordination and Grants under Section 123
Literacy training is an allowable activity under Section 123. These funds can be used as seed money to enforce reforms needed in literacy instruction for youths and adults and to leverage education and local JTPA delivery systems.

Governors, with advice from their Job Training and Coordinating Council, manage the dislocated worker program and control the education and older worker and incentive set-aside programs. They can influence how the JTPA system will work to solve literacy problems. The Title IIA and IIB programs are administered by the state but are managed through local service delivery areas or private industry councils (PIC's). These councils, which are locally constituted, guide and monitor the local job training programs. Within the confines of the law, PIC's can decide who will be served, what services they will receive and who will be charged to deliver the services. PIC's are, thus, the point at which gubernatorial influence can be utilized and local requests for funds can be submitted.

Contact the local employment services office for information about services available to parents in family literacy programs.

The Elementary and Secondary Education Act

Chapter I
Compensatory education offered under Chapter I of the federal Elementary and Secondary Education Act provides remedial education for disadvantaged children, grades K-12. Children of migrant workers and neglected and delinquent children in institutions are also covered. Funding for fiscal year 1991 is $5.6 billion. Funding for 1992 is $6.1 billion.

The largest percentage of these funds is directed to local school districts which determine how they are to be spent. Working through the local districts, however, the program can be used to teach parenting skills for parents of eligible children. Chapter I can also be coordinated closely with JTPA to provide remedial training to young people eligible for JTPA, some of whom might be parents of three- or four-year-olds.

Even Start
A new part of Chapter I, which was authorized in H.R. 5 and passed in 1988, is called Even Start. It provides educational services to low literate parents and their children ages birth to seven. Proposed funding for 1991 is $49 million. Proposed funding for 1992 is $70 million.

The funds support demonstration programs in urban and rural sites across the country. The grants are allocated for "family-centered education programs which involve parents and children in a cooperative effort to help parents become full partners in the education of their children, to assist

children in reaching their full potential as learners, and to provide literacy training for their parents" (Public Law 100-297). Programs can be funded for four years with the federal share being 90% the first year, decreasing to 60% in the fourth year. Since the demonstration programs must combine adult education and early childhood education, these funds can be used to finance intensive family literacy programs.

The Parents in Education Center, RMC Research Corporation, has prepared a document to assist in the preparation of Even Start grant applications. The document, "Even Start Questions and Answers," is available from local education agencies (LEA's). Grant application packages and further information about program eligibility are available from:

Thomas W. Fagan
Compensatory Education Programs
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202-6132
202-401-1682

Chapter II

School improvement is the focus of this block-grant program. Eighty percent of the money passes to local school districts which have a substantial number of children who are from low-income families, or who live in depressed rural/urban areas or in sparsely populated rural areas. Funds must be used to improve the schools these children attend. States are prohibited from interfering in a district's use of this money, other than to render technical assistance or to monitor compliance. Local presentations to the school system staff about the benefits of family literacy programs may result in a redirection of Chapter II resources.

The remaining 20% of the Chapter II block-grant is reserved for use at the discretion of the state. One of the permissible uses is for preschool programs in which the school works with parents of preschool children in cooperation with Head Start and local Chapter II programs. The teaching of employment skills in conjunction with JTPA programs is also allowed.

A separate preschool program is authorized to provide educational services to children aged three to five who are handicapped. The early childhood education program is discretionary and can be used to support the teaching of basic skills to handicapped preschool-aged children. Authorized funds may be used to support certain components of a family literacy model.

The state of Kentucky has identified areas in which Congress says Chapter II funds should be used:

- provide initial funding for implementing promising educational programs;
- provide continuing support for library and instructional materials;
- meet the needs of at risk students;
- enhance the quality of teaching and learning through expansion of effective school programs;
- enable state and local educational agencies to meet their educational needs and priorities.

Head Start

Head Start is a direct grant from the US Department of Health and Human Services to local and private nonprofit organizations. Federal funds pay for a percentage of the local programs. Head Start has provided comprehensive services to economically disadvantaged preschool children and their parents for the past 26 years. The services include health, education, special needs, nutrition, and social areas. Parental involvement has always been a focus of Head Start and, as of 1991-92 fiscal year, this focus has broadened to include family literacy initiatives.

Coordination and collaboration efforts with other agencies, such as social service and local educational agencies, has become an important focus of Head Start. Grants have been awarded to 13 Head Start projects for the purpose of demonstrating how Head Start can collaborate with other educational and social service agencies. These three-year demonstration grants will fund efforts of community agencies to address the problems of substance abuse, illiteracy, and unemployment among Head Start families. Grants ranging from $125,000 to $225,000 have funded the 13 Head Start Family Service Center Demonstration Projects:

- Central Vermont Community Action Council; Barre, Vermont
- Hall Neighborhood House; Bridgeport, Connecticut
- Aspira of Puerto Rico, Inc.; Rio Piedras, Puerto Rico
- Community Action Council of Lexington-Fayette County, Inc.; Lexington, Kentucky
- Parents in Community Action, Inc.; Minneapolis, Minnesota
- Lorain County Community Action Agency; Lorain, Ohio
- Hoosier Valley Economic Opportunity Council; Jeffersonville, Kentucky
- Hawkeye Area Community Action Program, Inc.; Cedar Rapids, Iowa
- Blackfeet Tribal Business Council; Browning, Montana
- Santa Clara County Office of Education; San Jose, California
- Contra Costa County Board of Supervisors; Concord, California
- Southwestern Oregon Community Action, Inc.; Coos Bay, Oregon
- Community Action Agency; Somerville, Massachusetts

Head Start funds are currently being used in family literacy programs to pay the salary of preschool teachers. A description of one of those programs, located in Tucson, will be presented in Section II of this guide. Funding for 1991 is $1.952 billion.

Jim O'Brien
Special Assistant to Associate Commissioner
Head Start Bureau
PO Box 1182
Washington, DC 20213
202-245-7813

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Family Support Act

The Family Support Act of 1988 states that AFDC recipients must participate in a jobs program or, if non-high school, an education program. A parent is exempt if over 20 years of age and has a child younger than three years old. AFDC parents under the age of 20 without a high school diploma must participate in an educational activity regardless of the age of the child. These reforms will drastically change the welfare system and will mandate that many AFDC parents participate in an education program. An intensive family literacy program can provide these services as well as provide quality child care, parenting education, and vocational education. By fiscal 1995, at least 20% of the eligible parents must be enrolled in such programs. Until that time, requirements for AFDC parents will be in a state of flux. The programs will be administered through the state's welfare agency, or through state and local education agencies and the Job Training Partnership Act.

The Family Support Act component with the greatest significance for family literacy programs is the Job Opportunities and Basic Skills Training Program (JOBS). JOBS makes provisions for educational services to include high school or studies leading to an equivalency diploma (GED), remedial education to achieve a basic literacy level, and education for individuals with limited English proficiency. The JOBS program also makes provisions for the support services that are critical for clients, including child care, transportation, and transitional services when moving from welfare to employment

One billion dollars was the requested level of funding for 1991. Since JOBS funds are allocated to state departments of social services, questions about funding of family literacy programs in your community should be directed to those departments.

Title XX Social Services Block Grants. States have wide discretion in how this money, which is 100% federal, is used. Day care, educational services, and transportation are all allowable and can be used to support parenting, day care, and transportation components for persons attending family literacy programs.

Education of the Handicapped

This act provides states and local school districts with assistance in educating handicapped children from the ages of three to 21. Seventy-five percent of the money must be passed through to the local districts.

The Rehabilitation Act

Like the Education of the Handicapped Act, the Rehabilitation Act can be used to defray the costs of educational services for physically disabled individuals, including support for additional tutoring and transportation. These funds may be used for eligible individuals in family literacy programs.

Community-Related Literacy Funds

Since many family literacy programs solicit encouragement and support from local communities, federal programs available for community-related literacy efforts may be able to provide financial support for certain aspects of the programs. The following federal programs may assist in funding some of the components of family literacy models.

Community-Related Literacy Funds (con't)

Child Care and Development Block Grants

The purpose of Child Care and Development Block grants is "to increase availability, affordability, and quality of child care." The June 6, 1991 Federal Register lists the rules and regulations for the grants. Federal funds are designated for child care for low income parents who are working, attending a vocational training program, or enrolled in educational programs. Funding for 1991 is $731.9 million. For further information:

Mark Ragan
Administration for Children and Families
Child Care Task Force
5th Floor, 370 L'Enfant Promenade, SE
Washington, DC 20447
202-401-9362

The July, 1991 issue of Young Children outlined outcomes specified by the block grant legislation:

- maximizing parental choice among care options, including center care, family child care, in-home care, relative care, and care provided by sectarian organizations;
- coordinating planning and delivery of services at federal, state, and local levels;
- providing flexible program design to meet recipient needs;
- ensuring that the preponderance of funds are used to provide child care services;
- increasing the availability of services, including early childhood development and before- and after-school care;
- assuring responsible program administration;
- assuring that funding supplements do not supplant existing funds.

The Public Affairs Division of the National Association for the Education of Young Children can provide additional information by telephone at 202-328-2605 or 800-424-2460.

Adult Training, Retraining, and Employment Development

Unemployed adults and adults wanting to upgrade their skills can receive training under Title II of JTPA, as described earlier in this guide.

Carl D. Perkins Vocational Education Act

This act provides federal funds to the states to give vocational education training, including basic skills development activities. In the plans that states must prepare and submit to the U.S. Department of Education regarding expenditure of these funds, they must describe how the programs covered under this act will be coordinated with the Adult Education Act.

Basic state grants under this act include Title IIA which provides vocational education opportunities for eligible groups, including the disadvantaged, who are in need of training and retraining in order to get employment. Problems of unequal access and single parenthood are also covered. Title IIB

allows funds to be used to improve post-secondary and adult vocational education programs and services for basic skills for adults, especially for the unemployed and those with limited English proficiency.

One portion of the Carl Perkins Act provides assistance to enable states to give prevocational education preparation and basic skills development training in conjunction with business organizations and concerns. These programs can be targeted to inner-city youth, non-English speaking youth, and young people in areas of serious poverty.

The consumer and homemakers provision of the Perkins Act can be used to teach parenting and child development skills and basic academic skills to adults through the consumer and homemaker education programs. At least one state, Alaska, has utilized funds from this portion of the Perkins Act to fund model sites that are providing family literacy programs for teenage parents. Funds have also been used to provide staff development workshops for vocational teachers, adult education staff, and school guidance counselors who are working toward development of family literacy programs.

The Perkins Act allows the states to use funding for three important components of intensive family literacy models: basic academic skills; parent education skills; and pre-employment or vocational instruction.

Contact the local employment services office for information about services available to parents in family literacy programs.

Bilingual Education Act

Several provisions of the Bilingual Education Act can be used to assist youths and adults who have limited proficiency in English. Adult education programs for parents are permitted when they supplement programs for children whose English is limited. Sums are comparatively small, however, and are routed directly from the federal government to local school districts through a process of competitive applications. Literacy projects, therefore, must work closely with local school districts to tailor their programs to the needs of the population if they are to qualify for funds available to the school through this act.

Domestic Volunteer Service Act

The Domestic Volunteer Service Act of 1973 authorized the creation of Volunteers in Service to America (VISTA). VISTA's mandate was to "eliminate and alleviate poverty and its related problems in the United States (Federal Register, 56(53)." VISTA enlists volunteers for year-long service in a variety of projects.

Amendments to the Domestic Volunteer Service Act in 1986 (PL 99-551) directed VISTA to address the area of literacy through creation of the VISTA Literacy Corps. Literacy Corps grants awarded in 1991 targeted the following areas:

- literacy projects which provide comprehensive services to curb the intergenerational transfer of illiteracy within low-income families by instructing parents and children together;

- literacy projects which focus on overcoming employment barriers by providing the unemployed and marginally employed with occupational literacy skills which make them more competetive within the labor force;

- literacy projects which provide English as a Second Language (ESL) to legalized aliens as well as those seeking amnesty under the Immigration Reform and Control Act of 1986;

- literacy projects which concentrate on preventive educational training for potential school dropouts and other low-income young adults who may be "educationally at risk;"

- literacy projects which focus on the rehabilitation of offenders and ex-offenders by providing literacy training to incarcerated and formerly incarcerated adults with low-level reading skills.

Wagner Peyser Discretionary Program 7(b)

This is the governor's 10% set-aside to cover services for groups with special needs. It is administered by the employment services agency, which is outside the realm of social services staff, and so is often an available source of funds for serving teen-aged fathers and teaching parental responsibility, i.e., parenting. Other types of services addressed by this program include occupational assessment, job search training, and job referral.

Targeted Jobs Tax Credit

The Targeted Jobs Tax Credit is a federal tax credit available to employers who hire an individual from an eligible population. Persons 18 to 22 years of age, general assistance recipients, disadvantaged youth participating in cooperative education programs, AFDC recipients, and summer youth are included. The program is very flexible and when combined with an appropriation of state money for administration has potential for becoming a very important part of a state's campaign for adult literacy.

Library Services and Construction Act (Titles I and VI)

The Library Literacy Program awards grants to state and local public libraries. Funds are used to develop, coordinate, and carry out library programs that work to raise the literacy level of low literate adults. Funds are also used for the development of literacy materials. Funding for 1991 and 1992 will remain constant at $8 million for each of the two years.

Grants are awarded up to a maximum amount of $35,000. For information about applying for library literacy grants, contact:

Ray Fry, Director
Library Literacy Programs
Office of Educational Research and Improvement
555 New Jersey Ave., NW
Washington, DC 20206

The US Department of Education has published a report describing library literacy programs that received funding through Title VI of this act. Copies of the report, Library Literacy Programs: Analysis of Funded Projects, 1989 (stock no. 065-000-00421-6), are available for $2.25 from:

Superintendent of Documents
US Government Printing Office
Washington, DC 20402-9325

The US Department of Education has awarded a grant to study the development of family literacy programs in public libraries. The study began on September 1, 1991 and is expected to be completed August 31, 1992. For more information, contact:

Debra Wilcox Johnson
School of Library and Information Studies
University of Wisconsin-Madison
600 North Park Street
Madison, WI 53706
608-263-9404

Library literacy funding was one of the topics of the 1991 White House Conference on Library and Information Services, held in July of 1991. A description of the 97 recommendations adopted at the conference is presented in the conference's August, 1991 newsletter, Discovery. Also included in that newsletter is information about ordering video and audio tapes of the conference. For more information, contact:

Jean M. Curtis, Executive Director
The White House Conference on Library and Information Services
1111 18th Street, NW Suite 302
Washington, DC 20036
202-254-5100

Other Public Funds

Numerous other funds may be made available through arrangements with the agencies charged with their administration. It is important to understand how eligibility and service requirements are worded and structured by particular agencies when applying for funding. Such funds may come from the following sources:

Department of Employment Services

The U.S. Department of Labor supports a national network of employment services offices. These local offices offer services to both employers and unemployed persons. Employers submit job orders to the employment services office specifying the types of jobs they want to fill and qualifications required of applicants. Job applicants, on the other hand, can obtain job counseling and other services, usually on a walk-in basis at the local office. The employment services office helps fill the employment needs of the community by matching applicants with available jobs.

Food Stamp Programs

The Food Stamp Employment Program was established to address clients' needs for education, training, and job placement. Design and implementation of the program vary from state to state. In Kentucky, for example, the program serves as a referral center. Clients with education needs are referred to local adult education providers. Those with training and vocational needs are referred to local employment services offices.

The food stamp office is a good place to recruit new students for family literacy programs. For families already enrolled in a program, funds are available to provide breakfast and lunch for parents and children while they are at school. Eligibility requirements include: gross household

income below 130% of poverty level and liquid assets less than $3000. Local welfare agencies certify eligible families and control the issuing of food stamps.

Medical Assistance - Medicaid

All AFDC and SSI recipients are eligible for medical care under this program. States have the discretion to cover other groups.

Medical Assistance Program - Medicaid Waivers

There are no definite guidelines for this program. Each state can design its own demonstration project and apply for a waiver of its state Medicaid plan in order to carry out the demonstration in one or more pilot sites. "Programs for disabled children of teens up to three years old," was one waiver that was approved.

Community Services Block Grants

The purpose of these grants is to provide services for families with incomes below the federally defined poverty level. Employment, education, and nutrition are among the services that can be funded under this program. Funds are distributed in the form of block grants to states, and are allocated to by the states to local agencies. At least 90% of these funds must be distributed to community action agencies. Other programs include:

Juvenile Justice and Delinquency Prevention

Foster Grandparents

Child Welfare

Child Support Enforcement Grant

Foster Care and Protective Services

Native American Programs

Special Supplemental Food Program for Women, Infants and Children (WIC)

Community Health Care Centers and Local Health Departments

Family Planning (Title X)

Maternal and Child Health Services Block Grant

Alcohol and Drug Abuse and Mental Health Services Block Grant

Private Sector Grants

Private foundations and corporations can be important sources of funding for family literacy programs. Funding decisions are typically based upon the funders' interests in the programs. Find out if this is the type of activity they normally fund. Funders also make decisions based on the location of the programs. It helps if the program will be located in geographic areas foundations serve or is near one of the corporate sponsor's facilities.

In this section, foundation support for literacy will be described. Information about how to locate and contact foundations will be presented. Corporate contributions to literacy programs will be discussed. Later in this handbook, strategies for securing private funds for family literacy programs will be presented.

The Barbara Bush Foundation for Family Literacy

The Barbara Bush Foundation for Family Literacy was established in March, 1989. Its stated mission is: to establish literacy as a value in every family in America by helping parents understand that the home is the child's first school, the parent is the child's first teacher, and reading is the child's first subject; and to break intergenerational cycle of illiteracy by supporting the development of literacy programs that build families of readers.

The foundation pursues its mission through: identification of successful family literacy programs; awarding grants to establish family literacy programs; providing seed money for community planning of interagency family literacy programs; supporting training and professional development for teachers; encouraging recognition of volunteers, educators, students, and effective programs; and publishing materials that document effective programs.

The foundation awarded its first group of family literacy grants in the fall of 1990. Thirteen new programs are being funded in 1991. It is anticipated that approximately ten new programs will be funded in succeeding years. To receive information about funding, and to be placed on the mailing list to receive requests for proposals (RFP's) from the foundation, write to:

Elizabeth McManis
The Barbara Bush Foundation for Family Literacy
1002 Wisconsin Ave., NW
Washington, DC 20007
202-338-2006

Other Foundations

There are over 24,000 grantmaking foundations in the United States. Information about these foundations is organized and disseminated by the Foundation Center. The center publishes this information in several forms:

National Data Book. This book contains the names and addresses for all grantmaking foundations in the United States. It can be used to locate foundations in a particular state or city. Employer Identification Numbers for foundations are also listed, which can be used to obtain fiscal information about foundations in the form of IRS reports. This book is published annually.

Foundation Directory. This directory lists foundations that have assets of $1 million or more, and whose grants total at least $100,000. Detailed information is provided about the foundations'

purpose, resources, and restrictions on grants. The directory is useful for identifying large foundations whose interests match your particular program and for obtaining information about application procedures and deadlines.

Source Book Profiles. This book lists the 1,000 foundations who have awarded the largest amounts in grants in the United States. In addition to information about foundations' assets, interests, and funding restrictions, the book provides analyses of the foundations' funding patterns. A list of sample grants is also included. This book provides the most detailed information about the grant application process with identified large foundations. This book is published biannually, in odd years, with a supplement published in even years.

Grants Index. This index lists grants of $5000 or more. Information about funder, recipient, grant amount and duration, and any restrictions on the grant is provided. The index is useful for locating grantmaking foundations with a particular area of interest and for identifying recipients of grants in a particular locality. It is published annually and is updated bimonthly with supplements.

These materials are available in reference collections maintained by community colleges, universities, and many large city public libraries. The reference collections frequently contain sets of IRS returns (Form 990-PF) for foundations found in the local region. Reference collections in New York and Washington, DC, contain a complete set of this information for foundations nationally.

The following pages describe in more detail the resource guides published by the Foundation Center, and present a listing of information centers that maintain collections with this information. Those pages are reprinted with permission from the Foundation Center, New York, NY, 1990.

The Foundation Center
79 5th Avenue
New York, New York
800-424-9836

Corporate Donors

Fortune magazine surveyed the Fortune 500 and Service 500 companies concerning their contributions to education. Results of the survey were reported in a special issue of *Fortune* (Spring, 1990). Of the 305 companies responding to the survey, 78% contributed money to public schools. These contributions ranged from $1 million or more (18% of the contributors) to those giving less than $100,000 (41% of the contributors). Where most of the money in the past was given to high schools and colleges, there is now a growing trend to contribute more to elementary and middle school programs.

Corporations are involved in a variety of projects that could complement a family literacy program. Time Warner's "Time to Read" program, for example, provides free subscriptions to current magazines and reading tutors from local cooperating companies. The magazines could be used as materials for reading lessons in adult education classrooms and could be taken home to share with other family members. Tutors could supplement instruction being provided by adult educators.

Toyota Motor Corporation provided direct funding to the National Center for Family Literacy to support the establishment of Toyota Families for Learning programs in five selected cities. This grant served as a catalyst for the commitment of local funding through collaborative efforts in each of the five cities selected to participate in the project. The Minolta Corporation sponsored a national ad campaign to raise money for Center initiatives. On the specified day Minolta contributed $2 to the National Center for Family Literacy for every cold call made by a sales

representative of an authorized Minolta dealer. (A cold call is a sales visit made to a potential customer who has not been previously qualified by direct mail, telemarketing, advertising coupons or other means.) In turn dealers were encouraged to match funds. This campaign raised approximately $34,000.

Other companies are involved in dropout prevention programs. While their current efforts are targeted toward middle and high school students, these companies may be open to proposals from family literacy programs who can demonstrate that their efforts help prevent children from later dropping out of school.

The Business Council for Effective Literacy (BCEL) publishes a newsletter that tracks literacy activities in the business community. The July, 1990, issue, for example, describes over 20 companies' financial and in-kind contributions in the area of literacy. Basic skills programs for employees at 11 companies are also described in that issue.

BCEL has also developed a 54 page resource, "Make It Your Business: A Corporate Fundraising Guide for Literacy Programs." It provides an introduction to the corporate giving environment and guidelines to raising corporate funds for literacy programs. The guide contains instructions for completing corporate grant proposals.

Business Council for Effective Literacy
1221 Avenue of the Americas--35th Floor
New York, NY 10020
212-512-2415/2412

Information about current corporate giving can be obtained through several sources. The Directory of Corporate Philanthropy describes funding provided by the top 500 corporations in the United States:

The Directory of Corporate Philanthropy
Public Management Institute
358 Brannan NW
San Francisco, CA 94107
415-896-1900

Corporate Foundation Profiles provides detailed information about the 234 largest corporate givers as well as brief descriptions of 701 corporations whose foundations provide major sources of funding:

Corporate Foundation Profiles
The Foundation Center
79 Fifth Avenue
New York, NY 10003
800-424-9836

The Taft Giving Directory also tracks corporations who are major funders of grants. Addresses for these three information guides are given below.

The Taft Corporate Giving Directory
The Taft Group
5130 Marathon Boulevard
Washington, DC 20016
202-966-7086

Helpful Hints on Using Key Foundation Center Reference Books

Title	National Data Book	Foundation Directory	Source Book Profiles
Covers	All currently active U.S. grantmaking private foundations (approx. 30,000) community foundations (approx. 250) & private operating non-grantmaking foundations (approx. 1,500)	Foundations with assets of $1 million or more or whose total grants are at least $100,000 (approx. 6,600)	The 1,000 largest U.S. foundations by total grants awarded
Entries Include	Foundation name & address Principal officer Fiscal data, total assets, gifts received, grants paid & expenditures Indicates foundation type, availability of annual report & in what other Center publication entries appear	Foundation name, address & phone number All officers & directors & number of staff Establishment date, donors, & purpose statement; limitation statement noting program & geographic restrictions, & types of support awarded Total assets, gifts received, expenditures, grants paid, high & low grant amount, matching gifts, scholarships, loans & operating programs Brief grant application information, including board meeting dates, deadlines & contact person Publications list	Foundation name, address, phone number & contact person All officers, directors, key program staff & number of staff Establishment date, donors, historical & general background Detailed purpose & limitations statement Total assets, gifts received, expenditures, grants paid, high & low grant amount, matching gifts, scholarships, loans, operating programs & total grants approved for future payment In-depth analysis of current grants & grantmaking patterns & list of sample grants Foundation publications Full application policies & procedures including funding cycle, board meeting dates & deadlines
Arrangement	State, then in descending order by grants paid	State, then alphabetical by name	Alphabetical by name
Indexes	Foundation name (alphabetical)	Foundation name Subject (noting local & national focus) City & state location (with cross-reference to focus of giving) Donor & trustee names Type of support	Foundation name Subject (noting local & national focus) City & state location & focus of giving Type of support
Frequency & Format	Annual in 2 vols.	Annual	Quarterly cumulated vols.; each annual cumulation covers 500 foundations
Primary Uses	To locate foundations in particular state or city To obtain address, key officer, or brief fiscal data on smaller foundations To obtain Employer Identification Number of a foundation to order copies of its IRS return (Form 990-PF)	To identify larger foundations by state, subject interest, or geographic focus To obtain more detailed information on giving interests & restrictions, application guidelines, or names of officers & directors	To identify large foundations by subject or geographical focus of giving To obtain most detailed information on giving interest, restrictions, background & application procedures for largest foundations

Helpful Hints (cont.)

Title	Foundation Grants Index	Foundation Grants to Individuals	National Directory of Corporate Giving
Covers	Grants of $5,000 or more awarded by major U.S. foundations (approx. 450 foundations)	Foundations making grants to individuals of at least $2,000 a year; the foundation itself must select recipients of the awards	Corporate charitable activity, including corporate/direct (nonfoundation) giving programs (approx. 475) and company-sponsored or corporate foundations (approx. 1,300)
Entries Include	Foundation name (address in appendix) Brief limitation statement noting program or geographic restrictions Complete list of grants of $5,000 & over noting recipient name & location, grant amount, duration & purpose Indicates availability of annual report	Foundation name, address, telephone number Name & title of contact person Limitations and restrictions Financial information, including assets, total amount of giving, subtotal for gifts to individuals, number of gifts to individuals Application information, including deadlines, whether or not interviews or completion of application forms required Publications list When available, detailed descriptions of awards, including purpose, duration & conditions under which they are awarded	Name of sponsoring company, city & state headquarters, description of business activities Financial profile Principal corporate officers, subsidiaries, divisions, plants Name of foundation or corporate/direct giving program, address & telephone number Officers, directors, or administrators Purpose statement, limitations statement noting program & geographic restrictions, types of support awarded Grants paid, high & low amounts, matching gifts, gifts to individuals, loans, operating programs & in-kind gifts Grant application information Publications list
Arrangement	State, then alphabetical by foundation name	By type of award, categories include educational, general welfare, arts & culture awards, grants to foreign individuals, awards by nomination, company employee grants for education & for general welfare	Alphabetical by name of sponsoring company
Indexes	Subject (detailed key words) Broad subject divided by recipient state location Recipient names Recipient category/type of support	Index of foundations, subject index, types of support index, geographic focus index, company name index for employees of specific companies, index of specific educational institutions for grants to individuals who must attend specific institutions	Indexes of officers, donors & trustees; geographic index by state & city, listing locations of corporate headquarters, subsidiaries, plants, foundations & corporate giving programs; type of business index; corporation , corporate giving program & foundation index; type of support index; subject index.
Frequency & Format	Annual supplemented by quarterly listings; listings of grants in special subject areas or geographic location also available through COMSEARCH print outs	Biennial	Biennial
Primary Uses	To identify foundations by specific subject areas, types of recipients & geographic areas where they have made grants To examine the current funding interests of particular foundations To identify nonprofit organizations receiving grants in a particular subject or geographic area	To identify foundations that award grants to individuals by state, funding interest; to obtain more detailed information on foundation programs for individuals	To identify company-sponsored foundations & direct corporate giving programs by location, funding interests & business activity of sponsoring company To obtain more detailed information on giving interests & restrictions, application guidelines, or names of program administrators

THE FOUNDATION CENTER COOPERATING COLLECTIONS NETWORK

Free Funding Information Centers

The Foundation Center is an independent national service organization established by foundations to provide an authoritative source of information on private philanthropic giving. The New York, Washington, DC, Cleveland and San Francisco reference collections operated by the Foundation Center offer a wide variety of services and comprehensive collections of information on foundations and grants. Cooperating Collections are libraries, community foundations and other nonprofit agencies that provide a core collection of Foundation Center publications and a variety of supplementary materials and services in areas useful to grantseekers. The core collection consists of:

Foundation Directory	Foundation Grants to Individuals	National Directory of Corporate Giving
Foundation Fundamentals	Literature of the Nonprofit Sector	Source Book Profiles
Foundation Grants Index	National Data Book of Foundations	

Many of the network members have sets of private foundation information returns (IRS 990-PF) for their state or region which are available for public use. A complete set of U.S. foundation returns can be found at the New York and Washington, DC offices of the Foundation Center. The Cleveland and San Francisco offices contain IRS 990-PF returns for the midwestern and western states, respectively. Those Cooperating Collections marked with a bullet (•) have sets of private foundation information returns for their state or region.

Because the collections vary in their hours, materials and services, IT IS RECOMMENDED THAT YOU CALL EACH COLLECTION IN ADVANCE. To check on new locations or more current information, call 1-800-424-9836.

Reference Collections Operated by the Foundation Center

The Foundation Center
8th Floor
79 Fifth Avenue
New York, NY 10003
212-620-4230

The Foundation Center
Room 312
312 Sutter Street
San Francisco, CA 94108
415-397-0902

The Foundation Center
1001 Connecticut Avenue, NW
Washington, DC 20036
202-331-1400

The Foundation Center
Kent H. Smith Library
1442 Hanna Building
Cleveland, OH 44115

ALABAMA

• Birmingham Public Library
Government Documents
2100 Park Place
Birmingham 35203
205-226-3600

Huntsville Public Library
915 Monroe St.
Huntsville 35801
205-532-5940

University of South Alabama
Library Reference Dept.
Mobile 36688
205-460-7025

• Auburn University at Montgomery Library
I-85 at Taylor Rd.
Montgomery 36193-0401
205-271-9649

ALASKA

• University of Alaska
Anchorage Library
3211 Providence Drive
Anchorage 99508
907-786-1848

Juneau Public Library
292 Marine Way
Juneau 99801
907-586-5249

ARIZONA

• Phoenix Public Library
Business & Sciences Dept.
12 East McDowell Road
Phoenix 85257
602-262-4636

• Tucson Public Library
101 N. Stone Ave.
Tucson 85726-7470
602-791-4393

ARKANSAS

• Westark Community College Library
5210 Grand Avenue
Fort Smith 72913
501-785-7000

• Central Arkansas Library System
Reference Services
700 Louisiana Street
Little Rock 72201
501-370-5950

CALIFORNIA

• Peninsula Community Foundation
1204 Burlingame Avenue
Burlingame 94011-0627
415-342-2505

• Orange County Community Developmental Council
1695 W. MacArthur Blvd.
Costa Mesa 92626
714-540-9293

• California Community Foundation
Funding Information Center
3580 Wilshire Blvd., Suite 1660
Los Angeles 90010
213-413-4042

• Community Foundation for Monterey County
420 Pacific Street
Monterey 93942
408-375-9712

Riverside Public Library
3581 7th Street
Riverside 92501
714-782-5201

California State Library
Reference Services, Rm. 301
914 Capitol Mall
Sacramento 95814
916-322-4570

• San Diego Community Foundation
525 "B" Street, Suite 410
San Diego 92101
619-239-8815

• Nonprofit Development
1762 Technology Dr., Suite 225
San Jose 95110
408-452-8181

California Community Foundation
Volunteer Center of Orange County
1000 E. Santa Ana Blvd.
Santa Ana, CA 92701
714-953-1655

• Santa Barbara Public Library
40 East Anapamu
Santa Barbara 93101-1603
805-962-7653

Santa Monica Public Library
1343 Sixth Street
Santa Monica 90401-1603
213-458-8859

COLORADO

Pikes Peak Library District
20 North Cascade Avenue
Colorado Springs 80901
719-473-2080

• Denver Public Library
Sociology Division
1357 Broadway
Denver 80203
303-571-2190

CONNECTICUT

Danbury Public Library
170 Main Street
Danbury 06810
203-797-4527

• Hartford Public Library
Reference Department
500 Main Street
Hartford 06103
203-293-6000

D.A.T.A.
25 Science Park
Suite 502
New Haven 06511
203-786-5225

DELAWARE

• University of Delaware
Hugh Morris Library
Newark 19717-5267
302-451-2965

FLORIDA

Volusia County Library Center
City Island
Daytona Beach 32014-4484
904-255-3765

Nova University
Einstein Library—Foundation Resource Collection
3301 College Avenue
Fort Lauderdale 33314
305-475-7497

Indian River Community College
Learning Resources Center
3209 Virginia Avenue
Fort Pierce 34981-5599
407-468-4757

• Jacksonville Public Libraries
Business, Science & Documents
122 North Ocean Street
Jacksonville 32206
904-630-2665

• Miami-Dade Public Library
Humanities Department
101 W. Flagler St.
Miami 33130
305-375-2665

- Kansas City Public Library
  311 East 12th Street
  Kansas City 64106
  816-221-9650
- Metropolitan Association for Philanthropy, Inc.
  5585 Pershing Avenue
  Suite 150
  St. Louis 63112
  314-361-3900
- Springfield-Greene County Library
  397 East Central Street
  Springfield 65801
  417-866-4636

Montana

- Eastern Montana College Library
  1500 N. 30th Street
  Billings 59101-0298
  406-657-1662
- Montana State Library
  Reference Department
  1515 E. 6th Avenue
  Helena 59620
  406-444-3004

Nebraska

- University of Nebraska
  106 Love Library
  14th & R Streets
  Lincoln 68588-0410
  402-472-2848
- W. Dale Clark Library
  Social Sciences Department
  215 South 15th Street
  Omaha 68102
  402-444-4826

Nevada

- Las Vegas-Clark County Library District
  1401 East Flamingo Road
  Las Vegas 89119-6160
  702-733-7810
- Washoe County Library
  301 South Center Street
  Reno 89501
  702-785-4012

New Hampshire

- New Hampshire Charitable Fund
  One South Street
  Concord 03302-1335
  603-225-6641

New Jersey

Cumberland County Library
800 E. Commerce Street
Bridgeton 08302-2295
609-453-2210

The Support Center
17 Academy Street, Suite 1101
Newark 07102
201-643-5774

County College of Morris
Masten Learning Resource Center
Route 10 and Center Grove Rd.
Randolph 07869
201-361-5000 ext. 470

- New Jersey State Library
  Governmental Reference
  185 West State Street
  Trenton 08625-0520
  609-292-6220

New Mexico

Albuquerque Community Foundation
6400 Uptown Boulevard N.E.
Suite 500-W
Albuquerque 87105
505-883-6240

- New Mexico State Library
  325 Don Gaspar Street
  Santa Fe 87503
  505-827-3827

New York

- New York State Library
  Cultural Education Center
  Humanities Section
  Empire State Plaza
  Albany 12230
  518-473-4636

Suffolk Cooperative Library System
627 North Sunrise Service Road
Bellport 11713
516-286-1600

New York Public Library
Bronx Reference Center
2556 Bainbridge Avenue
Bronx 10458
212-220-6575

Brooklyn in Touch
One Hanson Place
Room 2504
Brooklyn 11243
718-230-3200

- Buffalo and Erie County Public Library
  Lafayette Square
  Buffalo 14202
  716-858-7103

Huntington Public Library
338 Main Street
Huntington 11743
516-427-5165

Queens Borough Public Library
89-11 Merrick Boulevard
Jamaica 11432
718-990-0700

- Levittown Public Library
  One Bluegrass Lane
  Levittown 11756
  516-731-5728

SUNY/College at Old Westbury Library
223 Store Hill Road
Old Westbury 11568
516-876-3156

- Plattsburgh Public Library
  15 Oak Street
  Plattsburgh 12901
  518-563-0921

Adriance Memorial Library
93 Market Street
Poughkeepsie 12601
914-485-3445

- Rochester Public Library
  Business Division
  115 South Avenue
  Rochester 14604
  716-428-7328

Staten Island Council on the Arts
One Edgewater Plaza, Rm. 311
Staten Island 10305
718-447-4485

- Onondaga County Public Library at the Galleries
  447 S. Salina Street
  Syracuse 13202-2494
  315-448-4636
- White Plains Public Library
  100 Martine Avenue
  White Plains 10601
  914-682-4480

North Carolina

- Asheville-Buncomb Technical Community College
  Learning Resources Center
  340 Victoria Rd.
  Asheville 28802
  704-254-1921 x300
- The Duke Endowment
  200 S. Tryon Street, Ste. 1100
  Charlotte 28202
  704-376-0291

Durham County Library
300 N. Roxboro Street
Durham 27702
919-560-0100

- North Carolina State Library
  109 East Jones Street
  Raleigh 27611
  919-733-3270
- The Winston-Salem Foundation
  229 First Union Bank Building
  Winston-Salem 27101
  919-725-2382

North Dakota

- North Dakota State University
  The Library
  Fargo 58105
  701-237-8886

Ohio

Stark County District Library
715 Market Avenue North
Canton 44702-1080
216-452-0665

- Public Library of Cincinnati and Hamilton County
  Education Department
  800 Vine Street
  Cincinnati 45202-2071
  513-369-6940

Columbus Metropolitan Library
96 S. Grant Avenue
Columbus 43215
614-645-2590

- Dayton and Montgomery County Public Library
  Grants Information Center
  215 E. Third Street
  Dayton 45402-2103
  513-227-9500 ext. 211

- Toledo-Lucas County Public Library
  Social Science Department
  325 Michigan Street
  Toledo 43623
  419-259-5245

Ohio University-Zanesville
Community Education and Development
1425 Newark Road
Zanesville 43701
614-453-0762

Oklahoma

- Oklahoma City University Library
  2501 North Blackwelder
  Oklahoma City 73106
  405-521-5072
- Tulsa City-County Library System
  400 Civic Center
  Tulsa 74103
  918-596-7944

Oregon

- Pacific Non-Profit Network
  Grantsmanship Resource Library
  33 N. Central, Ste. 211
  Medford 97501
  503-779-6044
- Multnomah County Library
  Government Documents Room
  801 S.W. Tenth Avenue
  Portland 97205-2597
  503-223-7201

Oregon State Library
State Library Building
Salem 97310
503-378-4274

Pennsylvania

Northampton Community College
Learning Resources Center
3835 Green Pond Road
Bethlehem 18017
215-861-5360

- Erie County Public Library
  3 South Perry Square
  Erie 16501
  814-451-6927
- Dauphin County Library System
  101 Walnut Street
  Harrisburg 17101
  717-234-4961

Lancaster County Public Library
125 North Duke Street
Lancaster 17602
717-394-2651

- The Free Library of Philadelphia
  Logan Square
  Philadelphia 19103
  215-686-5423
- University of Pittsburgh
  Hillman Library
  Pittsburgh 15260
  412-648-7722

Economic Development Council of Northeastern Pennsylvania
1151 Oak Street
Pittston 18640
717-655-5581

- Orlando Public Library
  Orange County Library System
  101 E. Central Blvd.
  Orlando 32801
  407-425-4694

  Selby Public Library
  1001 Boulevard of the Arts
  Sarasota 34236
  813-951-5501

- Leon County Public Library
  Funding Resource Center
  1940 North Monroe Street
  Tallahassee 32303
  904-487-2665

  Palm Beach County Community Foundation
  324 Datura Street, Suite 340
  West Palm Beach 33401
  407-659-6800

GEORGIA

- Atlanta-Fulton Public Library
  Foundation Collection—Ivan Allen Department
  1 Margaret Mitchell Square
  Atlanta 30303-1089
  404-730-1900

HAWAII

- Hawaii Community Foundation
  Hawaii Resource Room
  212 Merchant Street
  Suite 330
  Honolulu 96813
  808-599-5767

  University of Hawaii
  Thomas Hale Hamilton Library
  2550 The Mall
  Honolulu 96822
  808-948-7214

IDAHO

- Boise Public Library
  715 S. Capitol Blvd.
  Boise 83702
  208-384-4024

- Caldwell Public Library
  1010 Dearborn Street
  Caldwell 83605
  208-459-3242

ILLINOIS

Belleville Public Library
121 East Washington Street
Belleville 62220
618-234-0441

- Donors Forum of Chicago
  53 W. Jackson Blvd., Rm. 430
  Chicago 60604
  312-431-0265

- Evanston Public Library
  1703 Orrington Avenue
  Evanston 60201
  312-866-0305

- Sangamon State University Library
  Shepherd Road
  Springfield 62794-9243
  217-786-6633

INDIANA

- Allen County Public Library
  900 Webster Street
  Fort Wayne 46802
  219-424-7241

  Indiana University Northwest Library
  3400 Broadway
  Gary 46408
  219-980-6582

- Indianapolis-Marion County Public Library
  40 East St. Clair Street
  Indianapolis 46206
  317-269-1733

IOWA

- Cedar Rapids Public Library
  Funding Information Center
  500 First Street, SE
  Cedar Rapids 52401
  319-398-5145

  Southwestern Community College
  Learning Resource Center
  1501 W. Townline Rd.
  Creston 50801
  515-782-7081, ext. 262

- Public Library of Des Moines
  100 Locust Street
  Des Moines 50308
  515-283-4152

KANSAS

- Topeka Public Library
  1515 West Tenth Street
  Topeka 66604
  913-233-2040

- Wichita Public Library
  223 South Main
  Wichita 67202
  316-262-0611

KENTUCKY

Western Kentucky University
Helm-Cravens Library
Bowling Green 42101
502-745-6122

- Louisville Free Public Library
  Fourth and York Streets
  Louisville 40203
  502-561-8617

LOUISIANA

- East Baton Rouge Parish Library
  Centroplex Branch
  120 St. Louis Street
  Baton Rouge 70802
  504-389-4960

- New Orleans Public Library
  Business and Science Division
  219 Loyola Avenue
  New Orleans 70140
  504-596-2580

- Shreve Memorial Library
  424 Texas Street
  Shreveport 71120-1523
  318-226-5894

MAINE

- University of Southern Maine
  Office of Sponsored Research
  246 Deering Ave., Rm. 628
  Portland 04103
  207-780-4871

MARYLAND

- Enoch Pratt Free Library
  Social Science and History Department
  400 Cathedral Street
  Baltimore 21201
  301-396-5320

  Carroll County Public Library
  Government and Funding Information Center
  50 E. Main St.
  Westminster 21157
  301-848-4250

MASSACHUSETTS

- Associated Grantmakers of Massachusetts
  294 Washington Street
  Suite 840
  Boston 02108
  617-426-2608

- Boston Public Library
  666 Boylston St.
  Boston 02117
  617-536-5400

- Western Massachusetts Funding Resource Center
  Campaign for Human Development
  73 Chestnut Street
  Springfield 01103
  413-732-3175

- Worcester Public Library
  Grants Resource Center
  Salem Square
  Worcester 01608
  508-799-1655

MICHIGAN

- Alpena County Library
  211 North First Avenue
  Alpena 49707
  517-356-6188

  University of Michigan-Ann Arbor
  209 Hatcher Graduate Library
  Ann Arbor 48109-1205
  313-764-1149

  Battle Creek Community Foundation
  One Riverwalk Centre
  53 W. Jackson St.
  Battle Creek 49017
  616-962-2181

- Henry Ford Centennial Library
  16301 Michigan Avenue
  Dearborn 48126
  313-943-2330

- Wayne State University
  Purdy-Kresge Library
  5265 Cass Avenue
  Detroit 48202
  313-577-6424

- Michigan State University Libraries
  Reference Library
  East Lansing 48824-1048
  517-353-8818

- Farmington Community Library
  32737 West 12 Mile Road
  Farmington Hills 48018
  313-553-0300

- University of Michigan-Flint Library
  Reference Department
  Flint 48502-2186
  313-762-3408

- Grand Rapids Public Library
  Business Dept.
  60 Library Plaza NE
  Grand Rapids 49503-3093
  616-456-3600

- Michigan Technological University Library
  Highway U.S. 41
  Houghton 49931
  906-487-2507

- Sault Ste. Marie Area Public Schools
  Office of Compensatory Education
  460 W. Spruce St.
  Sault Ste. Marie 49783-1874
  906-635-6619

MINNESOTA

- Duluth Public Library
  520 W. Superior Street
  Duluth 55802
  218-723-3802

  Southwest State University Library
  Marshall 56258
  507-537-7278

- Minneapolis Public Library
  Sociology Department
  300 Nicollet Mall
  Minneapolis 55401
  612-372-6555

  Rochester Public Library
  11 First Street, SE
  Rochester 55902-3743
  507-285-8002

  St. Paul Public Library
  90 West Fourth Street
  Saint Paul 55102
  612-292-6307

MISSISSIPPI

Jackson/Hinds Library System
300 North State Street
Jackson 39201
601-968-5803

MISSOURI

- Clearinghouse for Midcontinent Foundations
  Univ. of Missouri
  Law School, Suite 1-300
  52nd Street and Oak
  Kansas City 64113-0680
  816-276-1176

Rhode Island

- Providence Public Library
  Reference Department
  150 Empire Street
  Providence 02903
  401-521-7722

South Carolina

- Charleston County Library
  404 King Street
  Charleston 29403
  803-723-1645
- South Carolina State Library
  Reference Department
  1500 Senate Street
  Columbia 29211
  803-734-8666

South Dakota

- South Dakota State Library
  800 Governors Drive
  Pierre 57501-2294
  605-773-5070
  800-592-1841 (SD residents)

  Sioux Falls Area Foundation
  141 N. Main Ave., Suite 500
  Sioux Falls 57102-1134
  605-336-7055

Tennessee

- Knoxville–Knox County Public Library
  500 West Church Avenue
  Knoxville 37902
  615-544-5750
- Memphis & Shelby County Public Library
  1850 Peabody Avenue
  Memphis 38104
  901-725-8877
- Public Library of Nashville and Davidson County
  8th Ave. N. and Union St.
  Nashville 37203
  615-259-6256

Texas

- Community Foundation of Abilene
  Funding Information Library
  708 NCNB Bldg.
  402 Cypress
  Abilene 79601
  915-676-3883

  Amarillo Area Foundation
  70 1st National Place I
  800 S. Fillmore
  Amarillo 79101
  806-376-4521
- Hogg Foundation for Mental Health
  University of Texas
  Austin 78713
  512-471-5041
- Corpus Christi State University Library
  6300 Ocean Drive
  Corpus Christi 78412
  512-994-2608
- Dallas Public Library
  Grants Information Service
  1515 Young Street
  Dallas 75201
  214-670-1487
- Pan American University
  Learning Resource Center
  1201 W. University Drive
  Edinburg 78539
  512-381-3304
- El Paso Community Foundation
  1616 Texas Commerce Building
  El Paso 79901
  915-533-4020
- Texas Christian University Library
  Funding Information Center
  Ft. Worth 76129
  817-921-7664
- Houston Public Library
  Bibliographic Information Center
  500 McKinney Avenue
  Houston 77002
  713-236-1313
- Lubbock Area Foundation
  502 Texas Commerce Bank Building
  Lubbock 79401
  806-762-8061
- Funding Information Center
  507 Brooklyn
  San Antonio 78215
  512-227-4333

Utah

- Salt Lake City Public Library
  Business and Science Dept.
  209 East Fifth South
  Salt Lake City 84111
  801-363-5733

Vermont

- Vermont Dept. of Libraries
  Reference Services
  109 State Street
  Montpelier 05602
  802-828-3268

Virginia

- Hampton Public Library
  Grants Resources Collection
  4207 Victoria Blvd.
  Hampton 23669
  804-727-1154
- Richmond Public Library
  Business, Science, & Technology
  101 East Franklin Street
  Richmond 23219
  804-780-8223
- Roanoke City Public Library System
  Central Library
  706 S. Jefferson Street
  Roanoke 24014
  703-981-2477

Washington

- Seattle Public Library
  1000 Fourth Avenue
  Seattle 98104
  206-386-4620
- Spokane Public Library
  Funding Information Center
  West 906 Main Avenue
  Spokane 99201
  509-838-3364

West Virginia

- Kanawha County Public Library
  123 Capital Street
  Charleston 25304
  304-343-4646

Wisconsin

- University of Wisconsin–Madison
  Memorial Library
  728 State Street
  Madison 53706
  608-262-3242
- Marquette University Memorial Library
  1415 West Wisconsin Avenue
  Milwaukee 53233
  414-288-1515

Wyoming

- Laramie County Community College Library
  1400 East College Drive
  Cheyenne 82007-3299
  307-778-1205

Australia

ANZ Executors & Trustees Co. Ltd.
91 William St., 7th floor
Melbourne VIC 3000
03-648-5764

Canada

Canadian Centre for Philanthropy
74 Victoria Street, Suite 920
Toronto, Ontario M5C 2A5
416-368-1138

England

Charities Aid Foundation
18 Doughty Street
London WC1N 2PL
01-831-7798

Japan

Foundation Center Library of Japan
Elements Shinjuku Bldg. 3F
2-1-14 Shinjuku, Shinjuku-ku
Tokyo 160
03-350-1857

Mexico

Biblioteca Benjamin Franklin
American Embassy, USICA
Londres 16
Mexico City 6, D.F. 06600
905-211-0042

Puerto Rico

University of Puerto Rico
Ponce Technological College Library
Box 7186
Ponce 00732
809-844-4150

Universidad Del Sagrado Corazon
M.M.T. Guevarra Library
Correo Calle Loiza
Santurce 00914
809-728-1515 ext. 357

U.S. Virgin Islands

University of the Virgin Islands
Paiewonsky Library
Charlotte Amalie
St. Thomas 00802
809-828-1261

THE FOUNDATION CENTER AFFILIATES PROGRAM

As participants in the Cooperating Collections Network, affiliates are libraries or nonprofit agencies that provide fundraising information or other funding-related technical assistance in their communities. Affiliates agree to provide free public access to a basic collection of Foundation Center publications during a regular schedule of hours, offering free funding research guidance to all visitors. Many also provide a variety of special services for local nonprofit organizations using staff or volunteers to prepare special materials, organize workshops, or conduct library orientations.

The Foundation Center welcomes inquiries from agencies interested in providing this type of public information service. If you are interested in establishing a funding information library for the use of nonprofit agencier in your area or in learning more about the program, we would like to hear from you. For more information, please write to: Anne J. Borland, The Foundation Center, 79 Fifth Avenue, New York, NY 10003.

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PART II

PUTTING TOGETHER A FUNDING PACKAGE

The previous section described a variety of funding sources. This section will describe ways to combine those funds to support family literacy programs. Examples of different types of funding packages will be presented. Following the description of funding packages, and advice on maintaining positive relationships with funding agents, Section III will present specific suggestions for writing funding proposals.

What To Do First

A good place to start is with your state adult education department. They can tell you how federal monies are allocated in your state according to the state plan. They can put you on their request for proposal (RFP) list, so you receive notification of new grants to be awarded. Finally, they can tell you the contact persons in other areas of interest, such as early childhood, vocational, and community-based programs.

When developing your program model and goals, investigate the needs of your community. Target a need that is not being addressed by existing programs. Document the extent of the need and define the target group for your program.

Do a thorough job of investigating public funding before contacting private foundations. Foundations will want to know if your program can be funded through existing public programs so be prepared to demonstrate how foundation funding can complement public funding already in place.

Also, when talking with representatives of private foundations, articulate the need that your program addresses and be able to describe the scope of that need within your particular community. Don't assume that foundations already know the literacy needs of the community or how best to address them.

The same is true of corporate donors. Be able to articulate the need within your community, show that you have drawn upon available public resources, and then target the area of funding or services that corporate donations could provide.

Examples of Funding Packages

There are various ways to fund family literacy programs. Rarely is a program able to provide all of its funding from a single source. Six family literacy programs will be described below. The descriptions show how they have combined funding sources to support their programs. Further examples of how family literacy funding packages have been developed can be obtained by contacting the National Center for Family Literacy.

Sharon Darling, President
National Center for Family Literacy
401 South Fourth Avenue, Suite 610
Louisville, KY 40202
502-584-1133

Kenan Trust Family Literacy Project

The Kenan Charitable Trust funded seven family literacy programs in North Carolina and Kentucky as model sites from 1988-91. Based on the success of the initial three years, the sites continue to operate with partial funding from the Kenan Trust and major funding commitments from local school systems and an Even Start grant to one site in Louisville. These model sites offer an intensive program for parents and their preschool children. Parents and children attend school together three days a week. During the mornings, parents receive instruction in basic educational skills and parenting. The children attend a High/Scope preschool class nearby. Parents and children eat lunch together and participate in joint activities in the afternoons. This is followed by rest time for the children while the parents participate in a parent support group. The day usually ends with the parents volunteering in the school to establish a comfortable connection between parents and the school community.

While the Kenan Trust provided the bulk of the funding at the sites during the first three years, each program has drawn upon a variety of other sources of funding and services to expand their programs. Three of the programs are located in Louisville, KY, and are operated by the Jefferson County Public Schools. These programs have been able to expand their programs by using funds from Social Services and Social Insurance in the following ways:

- AFDC recipients can receive a child care allowance for child care for children in the program. In the case of the Kenan Trust Family Literacy Program, the payment is made to offset the cost of the preschool program. This payment enables money for expansion.

- Social Services pays child care costs for all children under the age of three so that their parents can attend the program with their three- or four-year-old youngsters. All participants in the program are eligible for this payment since any adult without a high school education and more than one child under the age of four falls into the high risk category. This funding aids greatly in recruitment, attendance, and program expansion.

- A special grant from the Department for Social Services has provided $27,500 to pay for the parent education part of the Kenan Trust Family Literacy Program thus enabling more sites to be established with the savings realized.

- The Department for Employment Services provides assessment, job counseling, and placement services for parents in the program as requested.

- Food stamp recipients enrolled in the program receive a $30.00 per month additional allowance as an incentive to participate in adult literacy/G.E.D. training.

Sharon Darling, President
National Center for Family Literacy
401 South 4th Avenue, Suite 610
Louisville, KY 40202

Toyota Families for Learning Program

The Toyota Families for Learning Program, funded through a $2 million grant from Toyota Motor Corporation, has given the National Center for Family Literacy an opportunity to increase the availability of family literacy programs to needy families across the country. The goals of this project reach well beyond the initial step of establishing three literacy programs based on the Kenan Trust Family Literacy Model in each of the five cities. Over a three-year period, each of the five selected cities selected will receive $225,000 in grant monies but need to secure additional funding to support this comprehensive program. By encouraging the participating cities to involve a variety of community agencies and organizations not only in the planning stages but throughout the project, the Toyota Families for Learning Program seeks to provide models of collaboration and cooperation that can be utilized by other communities using their existing resources. Each city offers an individual approach to collaboration which reflects the business personality of the sponsoring agency.

Atlanta, GA
In Atlanta the Toyota Families for Learning Program is sponsored by the Junior League of Atlanta, Inc., a charitable organization of women who are committed to improving their community through effective volunteer activities. The Junior League provides the leadership that has connected the program's collaborative partners who bring a wide variety of valuable resources and linkages to the project . Over the course of three years the Toyota Families for Learning program in Atlanta has over $1,170,000 pledged by community and state agencies to guarantee its financial stability. Partners in the program include the following agencies: Atlanta Public School System (providing facilities, two adult education teachers and partial salaries for principals, early childhood coordinator, and support staff); First Union National Bank of Georgia (funding), the Mayor's Office (community support), the State Department of Health and Human Resources (provides a social worker to serve family needs and annual physicals for the children enrolled); the Atlanta Urban League (recruitment support), the Georgia State University Center for the Study of Adult Literacy (research support), the Atlanta Housing Authority (recruitment), and the Exodus Cities in Schools program (facilities and partial salaries for personnel).

Pittsburgh, PA
Pittsburgh Public Schools is the sponsoring agency of the Toyota Families for Learning Program in that city. The Director of Early Childhood Education has provided the leadership in planning, program coordination, and community collaboration. Public and private partnership contributions totaling over $500,000 will be added to the Toyota funding to provide the means to accomplish the goals of the Pittsburgh program. Partners in the family literacy effort include: Adult Basic Education (providing adult education teachers); the Pittsburgh Partnership (JTPA-providing employment placement, job training and transportation); Title XX Child Care; Beginning with Books (instructional materials and training); Family Foundations; Literacy Consortium of Allegheny County (adult screening and testing, curriculum sharing, staff development, and technical assistance); Institute for Practice and Research of the University of Pittsburgh (research assistants); Department of Public Welfare/County Board of Assistance (job skills training and transportation); and the Public Housing Authority (space).

Richmond, VA
Coordinated by the Virginia Literacy Foundation, a not-for-profit endowment established in 1987 to coordinate and facilitate private literacy efforts throughout the state, Richmond's Toyota Families for Learning project will expand the city's existing efforts to meet the educational and socioeconomic needs of disadvantaged families. This program is building upon current services and resources and also establishing new partnerships among a variety of public and private organizations. The specific role of each collaborating organization has been integrated into the program as a whole, and the group of partners will be expanded as others are identified as

having something to contribute to the program. Additional financial resources totaling over $480,000 have been contributed to this project thus far. Participating organizations and agencies include, among others: the Richmond Public Library (serving as neighborhood resources centers); the Virginia State Library and Archives (providing training for program staff); the Junior League of Richmond (providing volunteers to serve as teacher assistants); the Literacy Council of Metro Richmond (providing volunteers and technical assistance); the Greater Richmond Community Foundation (exploring additional funding proposals for the project); the United Way (agency coordination); Parents Anonymous (providing workshops and seminars related to parenting issues); the Virginia Family Literacy Task Force (assisting in results dissemination); and the Virginia Museum of Fine Arts, Richmond Parks and Recreation, and the Virginia Science Museum (providing family enrichment activities planned for six Saturdays).

Rochester, NY

Rochester's Toyota Families for Learning program represents another effort on the part of the Rochester City School District to expand and strengthen its leadership role in the education reform movement, the accomplishments of which have been recognized by the national education community and the national media. In coordinating the Toyota Families for Learning program, the District continues with the partnerships it has established and is developing additional resources to support the education of parents as well as children. More than $1.6 million has been committed by community and state agencies to support the program. The participating agencies include the following: the Department of Social Services (recruitment, meals, early childhood funding); Inter-Church Council (support for immigrants enrolled in this program) ; Mayor's Committee on Early Childhood Education (community network); American Association for Adult and Continuing Education (staff development); EPIC (Effective Parenting Information for Children will provide staff development); Western New York Child Care Council (staff development and consultation on licensing regulations); New York State Education Department of Life Management Bureau (curriculum support); Industrial Management Council (career planning); and Action for a Better Community (future expansion).

Tucson, AZ

Even though the Pima County Adult Education, a division of the Office of Pima County School Superintendent, submitted the application for Tucson's Toyota Families for Learning Program, a collaborative effort has been evident in this project from the beginning. Three separate educational organizations have come together for the first time to connect funding, services, and resources to serve the needs of families in a largely Hispanic population: Sunnyside Unified School District #12, Pima County Adult Education, a division of the Pima County Superintendent of Schools Office, and Child-Parent Centers which is the grantee for southeastern Arizona's Head Start Programs. To secure their partnership, a letter of agreement was signed by representatives of the three organization who meet regularly to discuss the program successes and respond to concerns. The letter states the understandings, commitments, and responsibilities of each of the partners to the SUNNYSIDE UP (Sunnyside School District United with Parents), the local title of the program. It also states what the program responsibilities are to each partner. Sunnyside Unified School District provides classroom space, part-time early childhood liaison, staff development, meals, local site personnel support. Pima County Adult Education is the fiscal agent and provides partial funding for salaries, classroom materials, and instructional and assessment materials. Child-Parent Centers supports salaries for early childhood teachers and co-teachers, meals, transportation, medical evaluations for children, classroom and playground equipment, and modular classrooms at two sites. Other contributing to the program include JTPA, DES, Pima County Economic Development Council, Tucson Community Foundation, and the Metropolitan Education Commission. This collaboration has generated more than $750,00 in contributions to insure the financial stability of the Sunnyside UP program.

Further information about the Toyota Families for Learning Program is available through the National Center for Family Literacy.

Avance

The Avance Parent-Child Education Program was begun in San Antonio, Texas, in 1973. Avance provides comprehensive community-based program services to high risk, predominantly Hispanic families. A parenting program provides community-based workshops as well as homebound programs. Basic and advanced literacy training is available for adults.

Funding for Avance comes from a variety of public and private sources: the city of San Antonio, United Way, the Texas Department of Human Services, private foundations, and individual contributions.

Mrs. Gloria G. Rodriguez, President
Avance Family Support and Education Program
301 South Frio Road
San Antonio, TX
512-270-4630

Parent Readers Program

The Parent Readers Program involves a series of workshops where parents learn strategies for reading books to their children. Read-aloud strategies, such as asking questions and asking the child to predict outcomes of stories, are demonstrated and modeled during the workshops.

The program relied on a variety of funding sources for its development. Foundation grants provided support for initial program development and development of curriculum. A combination of foundation grants, corporate grants, and a research grant from a local technical college have supported the delivery of services. Publishing companies have donated books that are used in the workshops and given to the participating families.

Ellen Goldsmith
Parent Readers Program
New York City Technical College
300 Jay Street
Brooklyn, NY 11201
718-260-5000

The information about Avance and the Parent Readers Program was drawn from a book published by The Barbara Bush Foundation for Family Literacy, First Readers. That book contains more detailed information about those and other family literacy programs:

Elizabeth McManis
The Barbara Bush Foundation for Family Literacy
1002 Wisconsin Ave., NW
Washington, DC 20007
202-338-2006

Waianae Family Literacy Program

The Waianae program is an adaptation of the Kenan Trust Family Literacy Project. Parents and children attend school together four days a week. Adults receive 10 hours of literacy instruction and children spend the same amount of time weekly in a Head Start classroom. Parents and children eat breakfast and lunch together, and participate in joint activities each school day.

A grant from The Barbara Bush Foundation for Family Literacy provides funding for an adult education teacher, partial funding for an early childhood assistant teacher, and for purchase of instructional materials and supplies. Funding for the early childhood program comes from Head Start. JTPA funding will provide pre-employment, vocational, and job training. Other in-kind donations are being made by local agencies.

Ms. Chris Jackson
Community Action Program
828 S. Beretania St. #202
Honolulu, HI 96813
808-832-2522

Family Tree Project

The Family Tree Project in the Mesa, AZ, Unified School District began in January of 1991. The project will establish intensive family literacy programs in 10 schools. The programs will include literacy classes for adults, preschool classes for children, and a parenting education component.

Funding for the Family Tree Project came from several sources. Five of the early childhood teacher positions were funded through Head Start and five were funded through Chapter I. School-based Chapter I funds were allocated for the early childhood assistant teachers' positions. Community education funds supported the adult teacher positions. Parent liaison positions were supported through state funds. The school district donated classroom space. Private foundation and local grants are being sought to extend the services offered by the project.

Marilyn Box
Family Tree Project
549 N. Stapley Dr.
Mesa, AZ 85203
602-898-7888

Funding Package Summary Sheet

Summarized below are the typical items included in a program budget and possible sources of funding for those items. In the following section of this guide, examples of program budgets will be presented. Those examples will show in more detail the items to include in a family literacy budget.

Personnel	
Adult Basic Education Teacher	(State or local ABE programs; state literacy funds; JTPA; JOBS)
Early Childhood Teacher	(Social insurance; social services programs; dropout prevention programs; Chapter I; Chapter II; Head Start)
Early Childhood Teaching Assistant	(JOBS; Head Start)
Transportation	(Existing school buses; public transportation allowance paid by JTPA and/or human resources agencies)
Classroom space	(In-kind donations from schools, corporations and community agencies)
Food Costs	(Federal school lunch program, administered through the Department of Agriculture)
GED Testing Fee	(Human resources agencies; JTPA)
Recruiting Costs	(Volunteer groups; social service agencies; JTPA; Adult Basic Education and/or literacy funds)
Materials	(May be purchased by the above sources as part of a program; community agencies; local business and corporate donations)

PART III

WRITING FUNDING PROPOSALS

The format for a funding proposal will be specified by the funding agency's request for proposals (RFP). While formats may vary for different requests, there is a core of information that is typically included in funding proposals. This section offers suggestions for presenting that information, provide a checklist for evaluating your funding proposal before submitting it, and give examples of budgets for family literacy programs.

Information to Include

The following information is typically requested for proposed projects: a one page summary of what the project is about; a description of the need for the services provided by the project; goals, objectives, and operational plan; description of staff, site, and resources; evaluation plan and procedures; and a budget. Some RFP's also ask for a plan for future funding of the project. Suggestions for addressing these topics are presented below.

Project Summary

Sometimes called the abstract, this is the first thing the funder reads. Decisions about whether to read the rest of the proposal may be made based on reading the abstract, so it must catch the reader's attention as well as inform. This section should provide summaries of the main points presented in the proposal. It should tell the reader what the project is about, why it is important, how it will be implemented, and with whom. Don't assume that readers will be familiar with specialized vocabulary or concepts. Present the summary in language that is easy to understand.

Introduction

This section provides a description of your organization. The focus here is to show how your organization has the personnel, experience, and capability to address problems that the funder thinks are important. To identify the interests of funders, review the proposals that they have funded in the past. The language and point of view presented in RFP's are other indicators of funders' interests.

Statement of Problem/Need for Services

What is the problem to be addressed by your proposed project? Be able to state the problem in a way that establishes the need for the type of project you are proposing. A proposal for a family literacy program, for example, would state the problem in terms of intergenerational cycles of disadvantage and undereducation.

After establishing the need for your type of program, focus on the geographic area that will be served by your program. How extensive is the problem there? Describe the services already in place that address the problem and how your program will serve needs not currently met by existing services. Also describe how your program will coordinate its efforts with existing services and document evidence of community support for your project.

Objectives

Objectives are the intended outcomes of the program. They should emerge from the needs you identified and should be the basis for developing the operational plan for the program. The objectives tell the funder what you intend to accomplish through the program and the plan tells how the program will achieve those outcomes.

Program objectives are also the basis for planning the budget and evaluation. Funders will examine the relationship between program objectives and the money requested to achieve those objectives. They will also look for consistency between the stated objectives and the proposed measures for evaluating program outcomes.

Operational Plan

The program's plan, or procedures for operation, should be stated separately from the program objectives. The plan specifies how the program will achieve the intended outcomes. It includes a list of personnel, resources, and program activities. Activities can be described by function or presented chronologically.

In a family literacy proposal, the plan would include the project director, teachers, coordinators, site location, geographic area to be served, and required resources. A listing of program activities might include: recruitment of families; induction process; types of services and how they will be provided; and how families will be prepared for exit from the program. Dates when the program starts and terminates will also be included in this section. Time frames are sometimes requested as a separate area in proposals. If not, then presenting one here helps convince the funder that you have a clear vision of how to achieve the program's objectives.

Staff

The program staff positions were listed as part of the operational plan. Use this section to help the funder picture a staff qualified to carry out the program plan. Briefly describe the experience and training of different staff members. Also include descriptions of in-kind services and expertise available from cooperating agencies in the community and consultants who will be involved with the program.

Site and Resources

The physical site and resources were also introduced in the operational plan. In this section, help the funder picture the setting for program implementation. In addition to budgeted items, describe resources and services that may be available without cost to the program. For example, family literacy programs are often housed in school buildings. Describe the library, computer lab, and other facilities that may be available to families who participate in the program. Also describe the services of physical education and art teachers who may be available to work with the program.

Evaluation

The evaluation plan outlines procedures for measuring the extent to which the program reached its intended outcomes. The connection between program objectives and the evaluation plan should be apparent to the reader of the proposal. There should be procedures for evaluating each of the objectives. Individuals who read the proposals may or may not be familiar with research terminology, so avoid technical terms. The important points here are to be consistent with program objectives, and convince the funder that the evaluation will provide the information with which to judge how well the program met its objectives.

In addition to describing the types of data that will be produced, the evaluation plan should also describe procedures for data analysis and the format for the evaluation report. The format for the report is determined by its target audience. Reports to policymakers, for example, would require a different level of specificity and focus than reports to grant administrators.

Budget

It was mentioned earlier that the program summary is the first thing a funder reads in a funding proposal. The second section they read is often the budget. The budget should appear reasonable when compared to the proposed outcomes for the program. There should be sufficient funding, and other in-kind services, to accomplish the program objectives. Administrative costs should be reasonable.

The program budget must conform to the guidelines set out by the funder. There may be limits on how large or how small the grants can be. There may be restrictions on the types of resources the grant money can be used for. For example, spending on equipment and furniture may be limited to a set percentage of the total grant amount. Finally, the funder may have restrictions that impact program implementation. For example, funders of family literacy programs may stipulate that the program be offered at no charge to participants.

The budget should be sufficiently detailed so that the funder can picture how different program components, described in the program plan, will be funded. Documentation of in-kind services should also be noted. For example, some form of transportation is required for many parents and children to attend family literacy programs. If they will ride public school buses, or receive free tickets to ride public transportation, note this in the budget. If it is something that will not be paid for by the family literacy program, the funder will expect documentation of this expense to be addressed in the budget.

Examples of budgets for family literacy programs will be presented later in this section. These budgets show two attributes that funders look for: they are presented within one or two pages, and they specify the origin of aggregate costs. For example, when describing the cost of an adult education teacher position, specify how much of the cost is salary, how much goes to pay for benefits, sick leave, etc. This allows the funder to determine whether the allocation for that position is reasonable.

Plan for Future Funding

Outline a long-range plan explaining how the project will continue operation after the proposed grant expires. Describe the proposed sources of funding and how several sources will be coordinated.

Checklist for Evaluating Proposals

This checklist addresses the areas typically included in proposals. It is worded in terms of a proposal for funding a family literacy program. Funders use similar checklists to evaluate proposals that are submitted to them.

Project Summary

1. Tells what the project is about _____
2. Tells why the project is important _____
3. Describes where the program will be implemented _____
4. Describes the target population _____

Introduction

1. Addresses funder's interests _____
2. Describes organization's qualifications, attributes _____

Statement of Problem/Need for Services

1. Clearly states the need for the proposed program _____
2. Describes geographic area to be served _____
3. Describes the target population _____
4. Projects the number of participants/families to be served _____
5. Lists other agencies, grants associated with this program _____

Objectives

1. Specifies the outcomes for the program _____
2. Are related to the need for the program _____
3. Address all components of the program _____
4. Are measurable _____
5. Indicate reasonable outcomes for this program _____

Operational Plan

1. Clearly related to the program objectives _____
2. Addresses all components of the program _____
3. General overview of site, staff, and resources _____
4. Describes plan for recruitment and selection of families _____
5. Describes an induction process _____
6. Describes strategies for retention of enrolled families _____
7. Describes a process for planning exit from program _____
8. Describes instructional methods for adults and children _____
9. Provides start-up, termination dates for grant _____

Staff

1. Describes staff positions _____
2. Staff have adequate training and experience _____
3. Consultants, volunteers have adequate training, experience _____

Site and Resources

1. Description of program site _____
2. Physical site is adequate _____
3. Site is available by start-up date for grants _____
4. Full description of resources provided by grant(s) _____
5. Full description of in-kind services, resources _____
6. Sufficient resources to carry out the project plan _____

Evaluation

1. Addresses all of the program objectives _____
2. Uses appropriate measures _____
3. Collects sufficient data to measure each outcome _____
4. Specifies format, target audience(s) for reports _____

Budget

1. Conforms to guidelines for funding _____
2. Costs are reasonable in relation to program objectives _____
3. Appropriate level of administrative costs _____
4. Documentation of in-kind contributions _____
5. Presents a full financial picture of the program _____

Plan for Future Funding

1. Specifies a plan for securing funding after grant terminates _____
2. Projected sources are potential funders of this program _____
3. Coordination among multiple funders is described (if applicable) _____

Budget Example #1

Personnel

Adult Education Teacher (4 days a week)	
7.5 hrs per day @ $14 per hr x 36 wks	15,120.00
Early Childhood Teacher (4 days a week)	
7.5 hrs per day @ $14 per hr x 36 wks	15,120.00
Teacher Assistant (3.5 days a week)	
7.5 hrs per day @ $7 per hr x 36 wks	6,615.00

Materials

Adult Basic Education Materials	500.00
Children's Classroom Materials	500.00
Parent/Child Education Materials	500.00
Materials for Home Use (20 families @ $50.00 each)	1,000.00

Equipment (Start-Up Cost)

Adult Education (furniture and equipment)	3,000.00
Early Childhood (furniture and equipment)	5,500.00

Transportation

108 days @ $2.00 per day x 30 (15 parents, 15 children)	6,480.00

Space Costs

2 Standard Classrooms	Provided by School District

Food Costs

108 days @ $3.25 per day x 15 adults	5,265.00
Children receive free breakfast and lunch	

GED Testing

$10 per student x 7 students	70.00

Recruiting Cost

One Teacher (for one month)	
7.5 hrs per day @ $14 per hour x 21 days	2,205.00
Total	$61,875.00

Budget Example #2

Personnel	
Adult Education Teacher (4 days a week) 7 hrs per day @ $10 per hr x 36 wks	10,080.00
Early Childhood Teacher (full time)	30,000.00
Materials	
Adult Basic Education Materials	Provided by School District
Children's Classroom Materials	500.00
Parent/Child Education Materials	500.00
Materials for Home Use (20 families @ $40 each)	800.00
Equipment (Start-Up Cost)	
Furniture and equipment supplied at no cost	Provided by School District
Transportation	
Parents and children ride school buses	Provided by School District
Space Costs	
2 Standard Classrooms	Provided by School District
Food Costs	
15 adults @ $2.00 per day x 108 days	3,240.00
15 children @ $1.50 per day x 108 days	2,430.00
GED Testing	
$10 per student x 7 students	70.00
Recruiting Cost	
One Teacher (one month) 7.5 hrs per day @ $14 per hr x 21 days	2,205.00
Total	$49,825.00

Budget Example #3

Personnel

Adult Education Teacher (4 days a week)	
7.5 hrs per day @ $14 per hr x 36 wks	15,120.00
Early Childhood Teacher (4 days a week)	
7.5 hrs per day @ $14 per hr x 36 wks	15,120.00
Teacher Assistant (3.5 days a week)	
7.5 hrs per day @ $7 per hr x 36 wks	6,615.00

Materials

Parent Basic Education Materials	500.00
Children's Classroom Materials	500.00
Parent/Child Education Materials	500.00
Materials for Home Use (20 families @ $50.00 each)	1,000.00

Equipment (Start-Up Cost)

Furniture and equipment supplied at no cost	Provided by School District

Transportation

Children ride the school bus at no cost to program	
15 Adults @ $2.00 per day x 108 days	3,240.00

Space Costs

2 Standard Classrooms	Provided by School District

Food Costs

108 days @ $3.25 per day x 15 adults	5,265.00
Children receive free breakfast and lunch	

GED Testing

$10 per student x 7 students	70.00

Recruiting Cost

One Teacher (one month)	
7.5 hrs per day @ $14 per hr x 21 days	2205.00
Total	$50,135.00

After You've Received Funding

Maintain contact with the funding director or project officer who is responsible for supervising your grant. Be proactive in your relationship. Demonstrate that you are competently administering the funds and that the funds are being used effectively to achieve program goals. Periodically brief your contact on your program's progress toward its goals, and be able to show growth since the last briefing.

Develop and maintain a detailed fiscal recording system. All expenditures should be documented with an invoice showing the amount of the expense, to whom it was paid, and the amount of the payment. Fiscal audits will disallow expenditures that are not documented properly. An article in the July-August, 1990, issue of *Nonprofit World* (v. 8, no. 4) by John Paul Dalsimer addresses how small organizations can maintain fiscal records. The article provides a checklist to evaluate whether your organization's records are "in order."

In addition to saving you auditing headaches, an efficient fiscal recording system is another way to communicate to your grant supervisor that you are competently managing the grant. A positive relationship with this person can make life much easier during the course of the grant and will establish a positive image for your organization for the next funding cycle.

PART IV

FOR ADDITIONAL INFORMATION

Project PLUS has developed an excellent half-hour videotape entitled, "Literacy: A Fund-Raising Primer." The tape presents a discussion by four experts on the funding of literacy programs, with two representatives from the public sector and two from the private sector: Karl Haigler, former director of the Adult Literacy Initiative, U.S. Department of Education; Garrett Murphy, director of Adult and Continuing Education Programs for the New York State Education Department; Christy Bulkeley, vice president of the Gannett Foundation; and Joe Dominic, program officer for the Pittsburgh Foundation.

Copies of the tape have been sent to PLUS task forces and ABE directors in each state. A copy of the tape can be obtained free of charge from these sources, or purchased at the address shown below:

Margot B. Woodwell, Director
PBS Project PLUS
WQED
4802 Fifth Ave.
Pittsburgh, PA 15213
412-622-1320

The Society for Nonprofit Organizations' publication, *Nonprofit World*, contains articles of interest to programs operating family literacy programs. An article on maintaining fiscal records, mentioned earlier in this guide, is an example. Included in issues of Nonprofit World is a catalog of service and product providers, ranging from consultants and market specialists to lawyers who work with nonprofit organizations. The society also maintains a resource center that publishes books on management of nonprofit organizations. A complimentary copy of *Nonprofit World* is available from:

Linda Preysz
Society for Nonprofit Organizations
6314 Odana Road Suite 1
Madison, Wisconsin 53719
800-424-7367

The International Reading Association tracks governmental activities related to family literacy and literacy in general. IRA's Washington office maintains up-to-date information about government policies and legislation that impact literacy programs. For further information, contact:

Richard Long
International Reading Association
Washington Office Suite 321
444 North Capitol St. NW
Washington, DC 20001
202-624-8800

Books are available that provide guidance in writing funding proposals. These books address such areas as: developing a conceptual model; writing program goals; identifying potential funders; and how to organize and write the funding proposal. Below is a list of some of the books that are available:

Total Proposal Building Richard Steiner (1987, 1988) Trestletree Publications	Serving Your Organization's Future Michael Seltzer (1987) The Foundation Center	A Guide to Proposal Writing Gary Green (1988) Amer.Assoc. for Ad. and Continuing Ed.	Grantsmanship A. Lauffer (1983) Stage Publications

Other publications are available from the Foundation Center and the Society for Nonprofit Organizations, mentioned earlier.